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ABSTRACT

North Carolina students taking statewide achievement tests in grades 6 and 9 were ased two questions about the amount of time they spend doing homework: how much time do you spend doing assigned homework, and how much time do you spend doing work which is not assigned or required by the teacher? The results were compared with their scores on the California Achievement Tests. The results indicate that: (1) doing assigned homework is positively related to higher test scores; (2) girls do more assigned and unassigned homework than do boys; (3) doing assigned homework ranks behind socioeconomic variables in its power to predict student achievement scores in reading, mathematics, and total battery, and ahead of the predictive variable of days absent from school and sex of student; (4) the amount of unassigned homework is less effective than the amount of assigned homework in predicting student achievement; (5) boys in grades 6 and 9 who do equivalent amounts of homework as girls obtain substantially higher scores than do boys generally; and (6) response to homework questions and performance remained stable from 1982 to 1983. (BW)

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ED249277

SPECIAL RESEARCH STUDIES 1983 - 1984

•REPORT ON STUDENT HOMEWORK AND ACHIEVEMENT

Spring 1982 and Spring 1983

TM 840 633

DIVISION OF RESEARCH
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA
SEPTEMBER, 1983

FOREWORD

The research included in this report focuses upon a significant area of educational policy. The study provides data which can be used as the basis for informed discussion as new directions in education are considered.

The specific area included in this report focuses upon the amount of homework that sixth and ninth grade students report that they do each week, and the relationship of varing amounts of homework and academic achievement. This topic should be of interest to all educators in North Carolina and to the public as well.

A. Craig Phillips
State Superintendent of Public Instruction

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SPRING 1982 AND SPRING 1983

Students taking statewide achievement tests in grades six and nine were asked two questions about the amount of time they spend doing homework. The results were compared with their scores on the California Achievement Test.

THE PROBLEM

The general relationship of homework versus achievement is of interest to those searching for an understanding of school practices that potentially affect school achievement. This study attacks this complex relationship by focusing on the amount of time students reported spending on assigned homework and on unassigned homework.

Other variables interact, compound, and complicate the issue of comparing homework and achievement. The present analysis presents many of these important interactions, but presents boldly the association of the two variables.

In contrast to the treatment - resistant factors of student aptitude, parent income, and education level and the fixed variables of sex and race - time spent doing homework shows evidence of being an alterable variable affecting student performance in school. A recent Duke University study (Keith, 1972) concluded that "study time contributed significantly to student grades" and that "its direct affect was second only to that of intellectualy ability." Based on such a finding, it was reasonable to predict that the amount of homework done would also affect general school achievement as measured by traditional tests of academic progress.

The analysis, both descriptive and correlational, are presented to develop an understanding of: (1) how much homework is presently being done, (2) what scores are being achieved by various groups who responded that they spend a certain amount of time on homework, and (3) what relationships exist between the homework variable and other variables. This study is not of an appropriate design to indicate if varying levels of homework will promote or result in varying achievement levels. An experimental study would be required to accomplish this result.

PROCEDURE

The Student Information Questionnaire accompanying North Carolina's Annual Testing Program contains several items that supply demographic and practical information about students taking the California Achievement Test.

The sixth and ninth grade versions of the 1982 and 1983 Annual Testing Program contained two questions to which students were asked to report: (1) "About how much time each week do you spend outside of class - working at home, in the library, or in study hall - doing school work assigned by your teacher?" and (2) "About how much time do you spend each week on school work which is not assigned or required by your teacher?"

Responses to the two questions were included in the record of each student taking the tests, making it possible to perform a variety of analyses both directly with achievement and indirectly with other variables of interest. Extensive analyses were performed relating the two homework responses with scores in reading, spelling, language, mathematics, and total battery in each of grades 6 and 9. Analyses comparing and contrasting the effects of other variables on the homework/achievement relationship included comparisons by the variables of sex, ethnicity, as well as regression analyses involving parental education levels, and days absent from school.

The above analyses were performed in depth on the responses from the 1982 administration of the tests. Recent preliminary analysis of the data from the 1983 administration provides an update to the findings.

RESULTS OF THE STUDY

Although the numbers vary for each analysis due to missing responses of individuals, over 87,000 sixth graders and over 83,700 ninth graders took the achievement tests and answered the two questions regarding time spent on homework. Tables 1 and 2 present the numbers and percents of students responding to each category of the two questions.

It is observed from Tables 1 and 2 that fewer students do unassigned homework than do assigned homework. Almost two percent of sixth graders and almost three percent of ninth graders do none of the assigned homework, while 25% of sixth graders and 30% of ninth graders do no unassigned homework. Most of the sixth graders (59.1%) and most of the ninth graders (57.5%) do between 1 and 5 hours of assigned homework per week, while most in each grade (62.0% of sixth graders and 67.6% of ninth graders) do not do as much as an hour of unassigned homework per week. Roughly one-third of all students report doing from 1 to 3 hours of assigned homework per week. An additional 25% of the students do from 3 to 5 hours of assigned

homework per week. These two categories (from 1 to 5 hours/week) account for roughly 58% of all the students.

TABLE 1

AMOUNT OF ASSIGNED HOMEWORK DONE
BY STUDENTS IN GRADES SIX AND NINE
1981-1982

	GRADE 6		GRADE 9	
AMOUNT OF HOMEWORK/WK.	NUMBER	PERCENT	NUMBER	PERCENT
NO HOMEWORK ASSIGNED	747	.9	1153	1.4
LESS THAN 1 HOUR	12191	13.9	11862	14.1
1-3 HOURS	29666	33.8	26711	31.8
3-5 HOURS	22227	25.3	21581	25.7
5-10 HOURS	18029	20.6	17409	20.7
MORE THAN 10 HOURS	3365	3.8	3044	3.6
ASSIGNED HOMEWORK NOT DONE	1483	1.7	2141	2.6
	TOTAL=87708		TOTAL=83901	

TABLE 2

AMOUNT OF UNASSIGNED HOMEWORK DONE
BY STUDENTS IN GRADES SIX AND NINE
1981-1982

	GRADE 6		GRADE 9	
AMOUNT OF HOMEWORK/WK.	NUMBER	PERCENT	NUMBER	PERCENT
NONE	21857	24.9	25039	29.9
LESS THAN 1 HOUR	32529	37.1	31543	37.7
1-3 HOURS	24145	27.5	20918	25.0
3-5 HOURS	6135	7.0	4521	5.4
MORE THAN 5 HOURS	2982	3.4	1742	2.1
	TOTAL=87648		TOTAL=83763	

Tables 3 and 4 show a consistent trend of the relationship between time spent on homework and achievement which further analyses will substantiate. In grade six, the highest achievers in all academic areas are those students who spend between 5 and

10 hours per week doing assigned homework and between 1 and 3 hours of doing unassigned homework. Ninth grade top scorers spend more than 10 hours per week doing assigned homework and between 1 and 5 hours doing unassigned homework. In sixth grade, slowest achievers are those who fail to do the homework they are assigned and also do no unassigned homework. Ninth graders who score lowest are those who report that no homework is ever assigned and those who do no unassigned homework.

TABLE 3

AVERAGE GRADE EQUIVALENT SCORES FOR
SIXTH AND NINTH GRADE STUDENTS
BY AMOUNT OF ASSIGNED HOMEWORK DONE
(CALIFORNIA ACHIEVEMENT TESTS)
NORTH CAROLINA ANNUAL TESTING PROGRAM, 1982

	(See Legend Below)						
TEST	A	B	C	D	E	F	G
READING TOTAL							
GRADE 6	5.4	6.0	6.9	7.7	8.0	7.6	5.0
GRADE 9	6.4	8.0	9.2	10.5	11.5	11.6	8.1
LANGUAGE TOTAL							
GRADE 6	5.4	6.5	8.0	8.8	9.7	8.7	4.8
GRADE 9	5.5	8.2	10.1	11.6	12.9	12.9	8.0
MATHEMATICS TOTAL							
GRADE 6	5.9	6.4	7.3	7.9	8.0	7.8	5.5
GRADE 9	7.0	8.4	9.5	10.6	12.5	12.5	8.1
BATTERY TOTAL							
GRADE 6	5.6	6.2	7.2	7.9	8.0	7.8	5.2
GRADE 9	6.5	8.1	9.5	10.7	12.1	12.7	8.0

LEGEND:
A = NO HOMEWORK IS EVER ASSIGNED
B = LESS THAN 1 HOUR A WEEK
C = BETWEEN 1 AND 3 HOURS A WEEK
D = MORE THAN 3 HOURS, BUT LESS THAN 5 HOURS A WEEK
E = BETWEEN 5 AND 10 HOURS A WEEK
F = MORE THAN 10 HOURS A WEEK
G = I HAVE HOMEWORK, BUT I DON'T DO IT.

TABLE 4

AVERAGE GRADE EQUIVALENT SCORES FOR
SIXTH AND NINTH GRADE STUDENTS
BY AMOUNT OF UNASSIGNED HOMEWORK DONE
(CALIFORNIA ACHIEVEMENT TESTS)
NORTH CAROLINA ANNUAL TESTING PROGRAM, 1982

TEST	(See Legend Below) A	B	C	D	E
READING TOTAL					
GRADE 6	6.7	7.2	7.7	7.6	7.2
GRADE 9	9.0	10.0	10.4	10.4	9.8
LANGUAGE TOTAL					
GRADE 6	7.5	8.2	8.8	8.6	8.2
GRADE 9	9.7	10.8	11.6	11.6	10.3
MATHEMATICS TOTAL					
GRADE 6	7.0	7.5	7.9	7.8	7.5
GRADE 9	9.2	10.0	10.7	10.7	9.8
BATTERY TOTAL					
GRADE 6	6.9	7.4	7.9	7.8	7.5
GRADE 9	9.2	10.1	10.8	10.8	10.0

LEGEND: A = NONE
B = LESS THAN 1 HOUR A WEEK
C = BETWEEN 1 AND 3 HOURS A WEEK
D = MORE THAN 3 HOURS, BUT LESS THAN 5 HOURS A WEEK
E = MORE THAN 5 HOURS A WEEK

Sixth grade students generally score at or above the National Average if they spend between 1 and 3 hours per week on assigned homework and no unassigned homework. Such students are well above the national average in language. Ninth graders in these categories generally trail the national average.

Boys in both grades about twice as likely as girls to report that no homework was assigned. Boys in both grades were more than three times as likely to fail to do assigned homework, and about one-third more boys than girls in both grades do no unassigned homework.

Non-white students in both grades more likely than white students to fail to do assigned homework, but the difference is

smaller in ninth grade. In general, white students report spending more time on assigned homework than non-white students.

The findings indicate that girls score higher than boys who do equal amounts of assigned homework. For sixth grade students doing from 1 to 10 hours of homework, girls scored 3.7 months (grade equivalent) higher than boys. This, however, compares favorably to the 5 months difference obtained by girls over boys for all students tested in the 1981-82 Annual Testing Program. With ninth grade students the same pattern exist; for students doing from 1 to 10 hours of assigned homework, girls scored 6.3 months higher than boys compared to 10 months difference for all ninth grade students tested.

These findings were updated in 1982-83. Two independent groups at the same grade level were compared on the same assigned and unassigned homework variables. Student response to the homework questions remained quite stable from one year to the next. Performance on the California Achievement Test was similar to that of the same group of students in 1981-82. The findings do, however, reflect a general increase in performance by students taking the test in 1982-83, with somewhat greater increase at the ninth grade than at the sixth.

A more detailed presentation of data related to these findings are contained in the tables included in the Appendix.

SUMMARY

The findings of this study do not justify a statement of direct causality concerning the amount of homework done and test scores such as, "Doing more assigned homework CAUSES higher achievement test scores." Nor does the evidence allow one to specify WHAT subjects, assignments, or activities are directly related to increased achievement. Despite this precautionary note, the following general conclusions can be made concerning the amount of weekly homework done and achievement test scores:

* Generally, at both grades six and nine, girls do more assigned and unassigned homework weekly than do boys.

* When other variables such as gender and race are independently examined, doing assigned homework is positively related to higher achievement test scores.

* Doing assigned homework ranks behind the socio-economic variables in its power to predict student achievement scores in reading, mathematics, and total battery, and ahead of the

predictive variable of days absent from school and sex of student (note: only on the language test is the sex of the student a more effective predictor).

* The amount of weekly UNASSIGNED homework done is less effective than the amount ASSIGNED homework done in predicting student achievement (unassigned homework was the least powerful predictor variable ranking behind parental education level, sex, race, and days absent from school in predictor effectiveness).

* Sixth grade students who do one hour or less of assigned homework average below the national grade level (6.7) in all tests given as a part of the Annual Testing Program.

* Ninth grade students who weekly do three or less hours of assigned homework average below the national grade level (9.7) on the CALIFORNIA ACHIEVEMENT TESTS (the Language Test is the one exception).

* Boys at the sixth and ninth grades who report doing equivalent amounts of homework as girls, obtain substantially higher scores on total battery than do boys generally at each grade level who were tested.

* Boys in the sixth and ninth grades who report doing more than 10 hours of assigned homework per week generally do less well than their peers who study from 5 to 10 hours per week. On the other hand, girls who study in excess of 10 hours per week score higher on all tests than their peers who study less.

* Response to homework questions and performance remained remarkably stable from the spring of 1982 to spring of 1983.

Generally, students who report doing increasing amounts of assigned homework per week score higher on tests of general academic achievement than their peers who study less. Overwhelmingly, those students who do no assigned homework average well below the national grade level and thus score lower than their counterparts who spend some time studying during the week.

It is worth noting that roughly 14 percent of the sixth graders and 45 percent of the ninth graders report doing assigned homework in amounts which are associated with scoring BELOW the national average (that is, less than one hour per week or none at all). Scoring at or above the national average is shown to be

associated with studying at least 1 to 3 hours in the sixth grade and from 3 to 5 hours at grade nine (note exception with respect to the language test elsewhere in this report).

APPENDIX

TABLE 5

AMOUNT OF ASSIGNED HOMEWORK DONE
BY STUDENTS IN GRADES SIX AND NINE
BY SEX

	GRADE 6				GRADE 9			
	MALE		FEMALE		MALE		FEMALE	
AMOUNT OF HOMEWORK/WK.	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO HOMEWORK ASSIGNED	478	1.1	265	0.6	817	1.9	336	0.8
LESS THAN 1 HOUR	6739	15.2	5424	12.5	7295	17.3	4527	10.9
1-3 HOURS	15071	34.1	14546	33.6	14293	33.8	12354	29.8
3-5 HOURS	10822	24.5	11366	26.3	9886	23.4	11645	28.1
5-10 HOURS	8300	18.8	9698	22.4	7095	16.8	10280	24.8
MORE THAN 10 HOURS	1697	3.8	1663	3.8	1222	2.9	1813	4.4
ASSIGNED HOMEWORK NOT DONE	1138	2.6	341	0.8	1677	4.0	455	1.8

TABLE 6

AMOUNT OF UNASSIGNED HOMEWORK DONE
BY STUDENTS IN GRADES SIX AND NINE
BY SEX

	GRADE 6				GRADE 9			
	MALE		FEMALE		MALE		FEMALE	
AMOUNT OF HOMEWORK/WK.	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NONE	13252	30.0	8556	19.8	15441	36.6	9527	23.0
LESS THAN 1 HOUR	16026	36.2	16449	38.0	15137	35.9	16325	39.5
1-3 HOURS	10726	24.3	13379	30.9	8771	20.8	12105	29.3
3-5 HOURS	2751	6.2	3373	7.8	1916	4.5	2597	6.3
MORE THAN 5 HOURS	1464	3.3	1512	3.5	938	2.2	801	1.9

TABLE 7

AMOUNT OF ASSIGNED HOMEWORK DONE
BY STUDENTS IN GRADES SIX AND NINE
BY ETHNIC GROUP

	GRADE 6				GRADE 9			
	WHITE		NON-WHITE		WHITE		NON-WHITE	
AMOUNT OF HOMEWORK/WK.	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO HOMEWORK ASSIGNED	489	0.8	253	1.0	603	1.1	349	2.1
LESS THAN 1 HOUR	6571	10.8	5562	21.1	6555	11.5	3249	19.9
1-3 HOURS	19776	32.4	9780	37.1	17397	30.4	5210	35.0
3-5 HOURS	16914	27.7	5230	19.9	16083	28.0	3484	20.8
5-10 HOURS	14001	23.0	3959	15.0	13061	22.8	4294	16.3
MORE THAN 10 HOURS	2400	3.9	957	3.6	2100	3.7	838	3.5
ASSIGNED HOMEWORK NOT DONE	867	1.4	609	2.3	1525	2.7	606	2.3

TABLE 8

AMOUNT OF UNASSIGNED HOMEWORK DONE
BY STUDENTS IN GRADES SIX AND NINE
BY ETHNIC GROUP

	GRADE 6				GRADE 9			
	WHITE		NON-WHITE		WHITE		NON-WHITE	
AMOUNT OF HOMEWORK/WK.	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NONE	15004	24.6	6757	25.7	17255	30.2	7679	29.2
LESS THAN 1 HOUR	22427	36.8	9983	37.9	21598	37.8	9818	37.3
1-3 HOURS	17377	28.5	6681	25.4	14331	25.1	6513	24.8
3-5 HOURS	4229	6.9	1885	7.2	2944	5.2	1557	5.9
MORE THAN 5 HOURS	1937	3.2	1029	3.9	1003	1.8	729	2.8

TABLE 9

AVERAGE GRADE EQUIVALENT SCORES FOR
SIXTH GRADE STUDENTS BY SEX
BY AMOUNT OF ASSIGNED HOMEWORK DONE
(CALIFORNIA ACHIEVEMENT TESTS, FORM 16C)
NORTH CAROLINA ANNUAL TESTING PROGRAM, 1982

	(See Legend Below)						
TEST	A	B	C	D	E	F	G
READING TOTAL							
MALE	5.2	5.9	6.8	7.6	8.0	7.3	5.2
FEMALE	5.8	6.0	7.0	7.9	8.2	7.8	4.7
LANGUAGE TOTAL							
MALE	5.0	6.2	7.5	8.3	8.8	8.1	4.9
FEMALE	6.3	6.7	8.2	9.4	10.3	9.5	4.6
MATHEMATICS TOTAL							
MALE	5.7	6.4	7.2	7.8	8.0	7.6	5.5
FEMALE	6.3	6.5	7.4	8.0	8.0	8.0	5.3
BATTERY TOTAL							
MALE	5.4	6.1	7.0	7.7	8.0	7.5	5.3
FEMALE	6.1	6.4	7.4	8.0	8.4	8.0	5.0

LEGEND:
A = NO HOMEWORK IS EVER ASSIGNED
B = LESS THAN 1 HOUR A WEEK
C = BETWEEN 1 AND 3 HOURS A WEEK
D = MORE THAN 3 HOURS, BUT LESS THAN 5 HOURS A WEEK
E = BETWEEN 5 AND 10 HOURS A WEEK
F = MORE THAN 10 HOURS A WEEK
G = I HAVE HOMEWORK, BUT I DON'T DO IT.

TABLE 10

AVERAGE GRADE EQUIVALENT SCORES FOR
NINTH GRADE STUDENTS BY SEX
BY AMOUNT OF ASSIGNED HOMEWORK DONE
(CALIFORNIA ACHIEVEMENT TESTS, FORM 18C)
NORTH CAROLINA ANNUAL TESTING PROGRAM, 1982

	(See Legend Below)						
TEST	A	B	C	D	E	F	G
READING TOTAL							
MALE	6.3	8.1	9.3	10.4	11.3	11.0	8.1
FEMALE	6.5	8.0	9.2	10.5	11.7	12.2	8.0
LANGUAGE TOTAL							
MALE	5.3	8.0	9.5	10.8	12.0	11.7	7.8
FEMALE	6.4	8.5	10.6	12.6	12.9	12.9	8.3
MATHEMATICS TOTAL							
MALE	6.9	8.5	9.4	10.3	11.9	11.5	8.2
FEMALE	7.3	8.3	9.6	10.9	12.5	12.5	8.0
BATTERY TOTAL							
MALE	6.4	8.1	9.2	10.4	11.2	11.0	8.0
FEMALE	6.9	8.1	9.8	11.0	12.9	12.9	8.0

LEGEND:
A = NO HOMEWORK IS EVER ASSIGNED
B = LESS THAN 1 HOUR A WEEK
C = BETWEEN 1 AND 3 HOURS A WEEK
D = MORF THAN 3 HOURS, BUT LESS THAN 5 HOURS A WEEK
E = BETWEEN 5 AND 10 HOURS A WEEK
F = MORE THAN 10 HOURS A WEEK
G = I HAVE HOMEWORK, BUT I DON'T DO IT.

TABLE 11

AVERAGE GRADE EQUIVALENT SCORES FOR
SIXTH GRADE STUDENTS BY ETHNIC GROUP
BY AMOUNT OF ASSIGNED HOMEWORK DONE
(CALIFORNIA ACHIEVEMENT TESTS, FORM 16C)
NORTH CAROLINA ANNUAL TESTING PROGRAM, 1983

	(See Legend Below)						
TEST	A	B	C	D	E	F	G
READING TOTAL							
WHITE	6.1	6.5	7.5	8.0	8.4	8.0	5.4
NON-WHITE	4.3	5.3	5.9	6.4	6.8	6.3	4.6
LANGUAGE TOTAL							
WHITE	6.4	7.1	8.4	9.5	10.2	9.5	5.4
NON-WHITE	4.1	5.5	6.6	7.3	8.0	7.3	4.3
MATHEMATICS TOTAL							
WHITE	6.4	6.7	7.6	8.0	8.1	8.0	5.7
NON-WHITE	5.2	6.0	6.6	7.0	7.5	7.2	5.3
BATTERY TOTAL							
WHITE	6.2	6.7	7.6	8.0	8.4	8.0	5.5
NON-WHITE	4.6	5.7	6.3	6.8	7.3	6.8	4.8

LEGEND:
A = NO HOMEWORK IS EVER ASSIGNED
B = LESS THAN 1 HOUR A WEEK
C = BETWEEN 1 AND 3 HOURS
D = MORE THAN 3 HOURS, BUT LESS THAN 5 HOURS A WEEK
E = BETWEEN 5 AND 10 HOURS A WEEK
F = MORE THAN 10 HOURS A WEEK
G = I HAVE HOMEWORK, BUT I DON'T DO IT.

TABLE 12

AVERAGE GRADE EQUIVALENT SCORES FOR
NINTH GRADE STUDENTS BY ETHNIC GROUP
BY AMOUNT OF ASSIGNED HOMEWORK DONE
(CALIFORNIA ACHIEVEMENT TESTS, FORM 18C)
NORTH CAROLINA ANNUAL TESTING PROGRAM, 1982

	(See Legend Below)						
TEST	A	B	C	D	E	F	G
READING TOTAL							
WHITE	6.8	9.0	10.2	11.2	12.5	12.9	8.8
NON-WHITE	5.9	6.9	7.8	8.4	9.3	9.0	6.4
LANGUAGE TOTAL							
WHITE	6.3	9.3	10.9	12.7	12.9	12.9	8.5
NON-WHITE	4.9	6.8	8.0	9.2	10.6	10.5	6.0
MATHEMATICS TOTAL							
WHITE	7.4	9.0	10.0	11.3	12.5	12.5	8.6
NON-WHITE	6.7	8.0	8.4	8.9	10.0	10.0	7.4
BATTERY TOTAL							
WHITE	6.9	9.0	10.2	11.3	12.9	12.9	8.6
NON-WHITE	6.1	7.4	8.0	8.9	10.0	10.0	6.8

LEGEND:
A = NO HOMEWORK IS EVER ASSIGNED
B = LESS THAN 1 HOUR A WEEK
C = BETWEEN 1 AND 3 HOURS A WEEK
D = MORE THAN 3 HOURS, BUT LESS THAN 5 HOURS A WEEK
E = BETWEEN 5 AND 10 HOURS A WEEK
F = MORE THAN 10 HOURS A WEEK
G = I HAVE HOMEWORK, BUT I DON'T DO IT.

TABLE 13

AMOUNT OF ASSIGNED HOMEWORK DONE
BY STUDENTS IN GRADES SIX AND NINE
1982-1983

	GRADE 6		GRADE 9	
AMOUNT OF HOMEWORK/WK.	NUMBER	PERCENT	NUMBER	PERCENT
NO HOMEWORK ASSIGNED	659	1.0	993	1.2
LESS THAN 1 HOUR	12534	14.2	11274	13.8
1-3 HOURS	30672	34.7	25854	31.6
3-5 HOURS	22441	25.4	21438	26.2
5-10 HOURS	17760	20.1	17557	21.5
MORE THAN 10 HOURS	3125	3.5	2877	3.5
ASSIGNED HOMEWORK NOT DONE	1290	1.5	1872	2.3
	TOTAL=88481		TOTAL=81865	

TABLE 14

AMOUNT OF UNASSIGNED HOMEWORK DONE
BY STUDENTS IN GRADES SIX AND NINE
1982-1983

	GRADE 6		GRADE 9	
AMOUNT OF HOMEWORK/WK.	NUMBER	PERCENT	NUMBER	PERCENT
NONE	22617	25.6	24197	29.6
LESS THAN 1 HOUR	33108	37.5	30946	37.9
1-3 HOURS	24069	27.2	20651	25.3
3-5 HOURS	5840	6.6	4378	5.4
MORE THAN 5 HOURS	2728	3.1	1561	1.9
	TOTAL=88362		TOTAL=81733	

TABLE 15

AVERAGE GRADE EQUIVALENT SCORES FOR
SIXTH AND NINTH GRADE STUDENTS
BY AMOUNT OF UNASSIGNED HOMEWORK DONE
(CALIFORNIA ACHIEVEMENT TESTS)
NORTH CAROLINA ANNUAL TESTING PROGRAM, 1983

	(See Legend Below)				
TEST	A	B	C	D	E
READING TOTAL					
GRADE 6	6.7	7.2	7.7	7.6	7.2
GRADE 9	9.2	10.1	10.7	10.6	10.1
LANGUAGE TOTAL					
GRADE 6	7.7	8.3	9.0	8.8	8.3
GRADE 9	10.1	11.2	12.0	11.8	10.8
MATHEMATHICS TOTAL					
GRADE 6	7.0	7.5	7.9	7.8	7.6
GRADE 9	9.4	10.0	11.8	10.8	10.0
BATTERY TOTAL					
GRADE 6	6.9	7.5	7.9	7.8	7.5
GRADE 9	9.5	10.4	11.0	10.9	10.3

LEGEND:
A = NONE
B = LESS THAN 1 HOUR A WEEK
C = BETWEEN 1 AND 3 HOURS A WEEK
D = MORE THAN 3 HOURS, BUT LESS THAN 5 HOURS A WEEK
E = MORE THAN 5 HOURS A WEEK

TABLE 16

AVERAGE GRADE EQUIVALENT SCORES FOR
SIXTH AND NINTH GRADE STUDENTS
BY AMOUNT OF ASSIGNED HOMEWORK DONE
(CALIFORNIA ACHIEVEMENT TESTS)
NORTH CAROLINA ANNUAL TESTING PROGRAM, 1983

	(See Legend Below)						
TEST	A	B	C	D	E	F	G
READING TOTAL							
GRADE 6	5.4	6.0	6.9	7.7	8.0	7.6	5.1
GRADE 9	6.2	8.1	9.5	10.7	11.7	12.1	8.2
LANGUAGE TOTAL							
GRADE 6	5.6	6.6	8.0	9.0	9.9	8.8	4.9
GRADE 9	5.4	8.4	10.4	11.9	12.9	12.9	8.1
MATHEMATICS TOTAL							
GRADE 6	5.9	6.5	7.3	7.9	8.0	7.9	5.5
GRADE 9	6.9	8.5	9.7	10.9	12.5	12.5	8.3
BATTERY TOTAL							
GRADE 6	5.7	6.3	7.2	7.9	8.1	7.9	5.3
GRADE 9	6.4	8.3	9.8	10.9	12.1	12.9	8.1

LEGEND:
A = NO HOMEWORK IS EVER ASSIGNED
B = LESS THAN 1 HOUR A WEEK
C = BETWEEN 1 AND 3 HOURS A WEEK
D = MORE THAN 3 HOURS, BUT LESS THAN 5 HOURS A WEEK
E = BETWEEN 5 AND 10 HOURS A WEEK
F = MORE THAN 10 HOURS A WEEK
G = I HAVE HOMEWORK, BUT I DON'T DO IT.

REFERENCES

Keith, Timothy Z., "Time Spent on Homework and High School Grades: A Large-Sample Path Analysis", JOURNAL OF EDUCATIONAL PSYCHOLOGY, Vol. 74, No. 2,000-000, 1982.